DOCUMENT RESUME

ED 245 749 JC 840 369

TITLE	Evaluation of Community College Student Affirmative Action Transition Projects: A Report to the Legislature in Response to Assembly Bill 1305 (1981). Commission Report 83-36.
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
PUB DATE	Dec 83
NOTE	38p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Affirmative Action; *College Transfer Students; Community Colleges; Disabilities; Disadvantaged Youth; Dual Enrollment; *Educational Counseling; *Intercollegiate Cooperation; Internship Programs; Low Income Groups; Minority Groups; *Nontraditional Students; Postsecondary Education; Program Descriptions; State Programs; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS	*California

ABSTRACT

This six-part evaluative report describes and assesses three projects, funded by the Office of the Chancellor of the California Community Colleges, designed to facilitate the transition of low-income, minority, and handicapped students from two- to four-year colleges. Part One provides information on the legislative mandate and goals for the projects, evaluation procedures and limits, and the report. Part Two places the projects in the context of the transfer problems of underrepresented students and provides an overview of the characteristics of the three transition projects and the student participants. Parts Three through Five provide a detailed description of the three projects: (1) the Sacramento Student Transition Project, which recruited community college students throughout California to participate in work-experience internships in various state offices and to be enrolled at California State University, Sacramento; (2) the Merced-Modesto-San Joaquin Delta Student Transition Project, which provided transition services for students at three community colleges and concurrent enrollment at California State College, Stanislaus; and (3) the San Diego Student Transition Project, which offered individual transition counseling and orientation seminars at four-year colleges. Each description includes information on achievement of goals, project administration, intersegmental cooperation, and institutional commitment. Finally, Part Six offers summary observations and conclusions. Responses to the evaluation are appended. (AYC)

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EVALUATION OF COMMUNITY COLLEGE STUDENT AFFIRMATIVE ACTION TRANSITION PROJECTS

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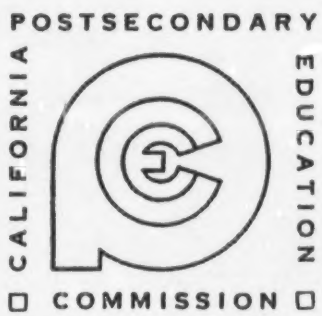
EVALUATION OF COMMUNITY COLLEGE STUDENT AFFIRMATIVE ACTION TRANSITION PROJECTS

A Report to the Legislature
in Response to Assembly Bill 1305
(1981)



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 TWELFTH STREET, SACRAMENTO, CALIFORNIA 95814

COMMISSION REPORT 83-36

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DECEMBER 1983

Contents

ONE: Introduction to the Evaluation 1
- Evaluation Procedures 1
- Limits of the Evaluation 2
- Contents of the Report 2

TWO: Context and Characteristics of the Projects 3
- Transfer Problems of Underrepresented Students 3
- Characteristics of the Projects 3

THREE: The Sacramento Student Transition Project 7
- Achievement of Goals 7
- Project Administration 10
- Intersegmental Cooperation 11
- Institutional Commitment 11
- Summary 11

FOUR: The Merced - Modesto - San Joaquin Delta Student Transition Project 13
- Achievement of Goals 13
- Project Administration 15
- Intersegmental Cooperation 16
- Institutional Commitment 16
- Summary 16

FIVE: The San Diego Student Transition Project 17
- Achievement of Goals 17
- Project Administration 20
- Intersegmental Cooperation 20
- Institutional Commitment 21
- Summary 21

SIX: Findings and Conclusions 23

APPENDIX A: Assembly Bill 1305, 1981 25

APPENDIX B: Response to the Evaluation 27

REFERENCES 35

Tables and Figures

Table 1	Sex and Ethnicity of Student Participants in the Student Affirmative Action Transition Projects, 1982-83 Academic Year	4
Table 2	Major Characteristics of the Three Transition Projects	5-6
Table 3	Activities of the Sacramento SAA/EOPS Student Transition Project, 1982-83 Academic Year	8
Table 4	Status of 1982 Participants in the Sacramento SAA/EOPS Student Transition Project as of Fall 1983	9
Table 5	Status of Former Participants in the Sacramento SAA/EOPS Student Transition Project as of Fall 1983	10
Table 6	Participants in and Costs of the Sacramento SAA/EOPS Student Transition Project, 1980-1983	11
Table 7	Activities of the Student Affirmative Action Consortium of Merced, Modesto, and San Joaquin Delta Colleges, 1982-83 Academic Year	14
Table 8	Status of 1982 Participants in the Student Affirmative Action Consortium as of Fall 1983	15
Table 9	Activities of the San Diego Student Affirmative Action Transition Project, 1982-83 Academic Year	18
Table 10	Status of 1982 Participants in the San Diego Student Transition Project as of Fall 1983	20

ONE

Introduction to the Evaluation

ASSEMBLY Bill 1305 of 1981 (reproduced in the Appendix) appropriated $365,556 to the Chancellor's Office of the California Community Colleges to fund three pilot student affirmative action projects designed to aid the transition from two-year to four-year institutions of low-income, minority, and handicapped students who (1) had the ability to attain a baccalaureate degree but had not been encouraged to do so, and (2) had not been aware of available financial aid or academic support services.

The three projects, as selected by the Chancellor's Office in January 1981, included one statewide program in Sacramento coordinated through Sierra College and two regional projects operated by Merced College and the San Diego Community College District:

- The Sacramento project, which began as an EOPS Internship Program in 1978, recruited Community College students throughout California to participate in work-experience internships in various State offices, and to be enrolled at California State University, Sacramento.
- The second project provided transition services for students at Merced, Modesto, and San Joaquin Delta Colleges and concurrent enrollment at California State College, Stanislaus.
- The San Diego project offered individual transition counseling to students at San Diego City, Mesa, Miramar, and Southwestern Community Colleges and orientation seminars for them at four-year institutions in the San Diego area.

The four legislative goals for these projects were to:

(a) Identify potential transfer students from underrepresented students who are attending California Community Colleges and provide them with support services.

(b) Provide opportunities for these students to enroll concurrently at a four-year institution in an attempt to acquaint them with the academic skills necessary for success at a four-year institution.

(c) Orient two-year and four-year college personnel to increase their sensitivity and responsiveness to the special problems of underrepresented potential transfer students.

(d) To increase the transfer rate of underrepresented students in four-year colleges and universities.

The major intent of the Commission's evaluation has been to determine how effective the projects were in achieving these legislative goals. Its evaluation has focused on three related questions:

- How did students, faculty, staff, and others involved in the projects assess their effectiveness?
- Were the Legislature's goals achieved, and were the project activities outlined in the project proposals implemented?
- If not, what were the obstacles or problems?

In addition to the Legislature's four goals for the projects that form the basis of the evaluation, the Chancellor's Office of the California Community Colleges specified two additional requirements for them: (1) that they document the process involved in their development and operation, and (2) that they identify special barriers to transfer of selected ethnic minority and disabled students from Community Colleges to four-year institutions. Commission staff has reviewed this documentation, and later sections of this report, in describing the administration, intersegmental relationships, and institutional commitments of each project, also discuss ways each of them has met the first of these requirements. Regarding the second requirement of the Chancellor's Office, that office is preparing a comprehensive report on barriers that should assess how the projects have contributed to a better understanding of this problem.

EVALUATION PROCEDURES

Commission staff worked with project directors and staff of the Chancellor's Office to design an individual evaluation format for each project incorporating data on major goals, activities,

and evidence of effectiveness. Data gathered by the project coordinators were utilized in the evaluation by Commission staff, but the staff also collected additional data from surveys and interviews to assess the projects' effectiveness. The staff surveyed 71 out of 339 students served by the three projects and 53 out of 91 two-year and four-year college staff, advisory board members, and other professional staff associated with them. In addition, the staff visited all three project sites to meet with project personnel and students, view project records, and observe project activities.

Objective data utilized in this evaluation include numbers of students served by the program and number of services or activities provided. Subjective data include students' assessment of how the program contributed to their development and comments on program effectiveness from personnel involved.

To determine whether or not the programs made a difference in students' planning to transfer to four-year institutions, students were queried about when and if they had decided to transfer and whether they would be planning to transfer if they had not had the assistance of the projects. Both students and staff were asked to comment on the overall effectiveness of the projects' services. Staff of both two-year and four-year institutions were requested to indicate whether or not intersegmental cooperation and institutional commitment to transfer had increased as a result of the project. They were also asked to list the obstacles to transfer of selected ethnic minority and disabled students .

LIMITS OF THE EVALUATION

In its evaluation of the three projects, the Commission staff has done the following:

1. It evaluated only the second year's operation of the two-year program. The 1981-82 year was basically a start-up year during which the new projects began to initiate support services for students and develop intersegmental cooperation and coordination. Only during the second year were the projects in full operation. During this year, they used a total of $222,000 of the total two-year appropriation of $365,556, and it was this year's activities that the Commission has examined in most detail.

2. It has not evaluated the three projects comparatively. Although their goals were similar, their operations were so dissimilar as to be incomparable. For instance, one project recruited students who were already fully committed to transfer to four-year institutions, while the other two sought to encourage Community College students to transfer who may have never considered doing so. The first had been in operation for three years prior to receiving support through the transition program, while the other two were completely new. Two operated with full-time coordinators, while the third sought to function with only part-time staff. These differences naturally affected project success and have been assessed by the Commission; but the Commission has evaluated each project in terms of its attainment of the three projects' mandated goals rather than in terms of its rank compared with the other two.

3. Although the fourth and ultimate goal for which the Legislature funded the projects was to increase the transfer rate of underrepresented students, the Commission could not as of yet fully assess the projects' success in achieving this aim. Two of the three projects have been in operation for too short a time to permit such an evaluation, in that the majority of students participating in them are still not far enough along in their Community College programs to be ready to transfer; while the third recruited students who were already committed to or involved in transferring. As a result, this report includes only preliminary data on the numbers of students who transferred during the past year.

4. Finally, the program officially ended on June 30, although one part of one project -- the internship component of the Sacramento project -- continues to receive support from the Chancellor's Office of the Community Colleges for Fall 1983, with the transition component of that project funded by the State University's Chancellor's Office. But the Commission has made no recommendation regarding refunding of the entire program.

CONTENTS OF THE REPORT

The following pages describe and assess the three projects in three ways: first, by placing them in context of the transfer problems of community college students nationally; then by describing the characteristics of each of the projects in detail; and finally by drawing several observations and conclusions from all three.

TWO

Context and Characteristics of the Projects

TRANSFER PROBLEMS OF UNDERREPRESENTED STUDENTS

A relatively small number of Community College students transfer to four-year institutions, but this is particularly true of Black and Hispanic students. Approximately 85 percent of California's Black and Hispanic college students enroll in Community Colleges, but many never complete a certificate or terminal degree program, let alone a transfer program. And among those few who do transfer to four-year institutions, a greater proportion drop out before graduation than white and Asian students. Thus the number of Blacks and Hispanics who receive a bachelor's degree from California's four-year institutions is not likely to increase significantly without a corresponding increase in their number transferring into these colleges and universities from Community Colleges and without some encouragement, support, or aid to complete their baccalaureate program.

The 1978-79 State Budget Act directed the University of California, the California State University, and the California Community Colleges to report jointly on problems of underrepresented transfer students. Their intersegmental report acknowledged four major areas in need of improvement: (1) identification of potential transfer students; (2) financial aid; (3) improved intersegmental cooperation; and (4) simplified and coordinated regulations, requirements, standards, criteria, calendars, and forms affecting students, particularly in the areas of admission and financial aid (California Community Colleges . . . , 1979).

Beyond California, other groups have also recognized the problem. In 1982, the Commission on the Higher Education of Minorities, a national group funded by the Ford Foundation, noted that nationally three out of every four community college freshmen intend to earn a bachelor's degree, but only one out of every four does so. It called on community colleges throughout the country to improve articulation with four-year institutions and offer potential transfer students intensive remediation and academic counseling (1982, pp. 191-192). The Ford Foundation has recently given grants to 24 urban Community Colleges to assist them in improving their academic programs and instruction, in order to strengthen the academic preparation of minorities and encourage greater numbers of them to continue their education. The federal Fund for the Improvement of Postsecondary Education has financed special transfer projects through the Western Interstate Commission for Higher Education, with particular emphasis on computerizing intersegmental information to aid transfer.

In California, action to address the problem has been limited. For example, in terms of initially identifying potential transfer students in order to encourage and assist them, little is being done. A 1982 survey by the Chancellor's Office of the California Community Colleges revealed that 63 of the State's 106 Community Colleges asked students to indicate their intention to transfer on college application or registration forms, but few colleges use these self-designations in systematic ways to provide students with assistance. Moreover, such optional self-reporting clearly does not identify all students with potential who could be encouraged to transfer (Chancellor's Office, 1982).

It was in this context that the Legislature passed and the Governor signed Assembly Bill 1305 in 1981, in the hope that three pilot projects involving special support services, concurrent enrollment of Community College students at four-year institutions, and increased staff attention to problems of transfer could increase the transfer rate of selected minority and disabled students and provide them with a better chance of earning a bachelor's degree or even a higher degree, once they transfer.

CHARACTERISTICS OF THE PROJECTS

Student eligibility for participating in any of the three student affirmative action projects was based on the following criteria:

1. Holding U.S. citizenship or permanent residence in California and the United States.
2. Meeting a student affirmative action criterion as determined by the Board of Governors of

the California Community Colleges, with first priority given to Black, Hispanic, Filipino, Native American, and handicapped students, and second priority assigned to women, older adults, and Asian students.

3. Demonstrating financial need by completing a California Financial Aid form and having a need analysis performed.
4. Willing to participate in a work internship program.

Table 1 indicates the sex and ethnicity of the 339 students who participated in the three projects during 1982-83. As can be seen from the table, 63 percent of them were women, 37 percent were Hispanic, 24 percent were white, and 21 percent were Black.

Table 2 summarizes the major characteristics of the three projects, including their member institutions, their 1982-83 funding levels, their primary goals, major activities, special features, number of students served, cost per student, and extent of goal attainment.

The next three sections describe and assess the operation of each of the projects in turn.

TABLE 1 Sex and Ethnicity of Student Participants in the Three Student Affirmative Action Transition Projects, 1982-83 Academic Year

Characteristic of Students	Sacramento	Merced, Modesto and San Joaquin Delta Colleges	San Diego	Total	Percent
Total Number	50	140	149	339	100%
Women	33	87	95	215	63
Men	17	53	54	124	37
Hispanic	13	44	67	124	37
White	18	29	36	83	24
Black	12	42	17	71	21
Asian or Pacific Islander	2	15	19	36	11
American Indian or Alaskan Native	2	5	2	9	2
Filipino	1	5	5	11	3
Other	1	0	2	3	1
No Response	1	0	1	2	1

Source: Commission staff analysis of project data.

TABLE 2 Major Characteristics of the Three Transition Projects

Characteristic	Sacramento	Merced, Modesto, and San Joaquin Delta Colleges	San Diego
Project Name	SAA/EOPS Student Transition	Student Affirmative Action Consortium	San Diego Student Affirmative Action Transition Project
Funding Agent	Sierra College	Merced College	San Diego Community College District
Member Institutions	California State University, Sacramento	Merced College, Modesto College, San Joaquin Delta College, and California State College, Stanislaus	Palomar, Point Loma, and San Diego City, Mesa, Miramar, and Southwestern Colleges; San Diego State University; United States International University; and the University of California, San Diego
1982-83 Funding	$78,000	$71,000	$73,000
Primary Goal	Statewide recruitment of Community College students to Sacramento State and enrollment in a program focusing on State government.	Assist potential transfer students by improving intersegmental cooperation.	Coordinate activities and share resources among member institutions to improve support services for transfer students.
Major Activities	Comprehensive counseling and support services; courses in political science presented on campus and at the State Capitol; internships in State agencies and State-related offices.	Comprehensive counseling and support services; development of career plans; concurrent enrollment at Stanislaus in two-unit transition course.	Comprehensive counseling and support services; career exploration and personal growth workshops; inservice workshops for program staff.
Special Features	Internship and statewide recruitment	Consortium	Consortium

(continued)

TABLE 2, continued

Characteristic	Sacramento	Merced, Modesto, and San Joaquin Delta Colleges	San Diego
Students Served in 1982-83	50	140	149
Cost Per Student	$1,560	$507	$490
Extent of Achievement of Legislative Goals	Legislative goals achieved, although participants were not those identified by the Legislature. Concurrent enrollment not applicable.	Some activities held, but fewer students served than anticipated. Internship component not applicable.	Goals achieved. Concurrent enrollment limited to two of the four four-year institutions in the Consortium.
Extent of Implementation of Planned Activities	Activities held as planned, although the number of participants was lower than expected. Joint proposal between project and CSU-SAA to continue serving Community College transfer students.	Some limitation of activities in the Spring 1983 semester.	Some limitations of workshops and seminars for students. Pilot transfer center established on one campus. Some institutional commitment to continue activities.
Participants' Assessment of Project Success	Student participants satisfied with program. Staff concerned about unresolved barriers.	Student participants generally satisfied with program. Staff considers some gains were made in establishing communication between two- and four-year institutions: however, more effort is needed to achieve lasting results.	Student participants generally satisfied with project. Staff considers lack of time to counsel students individually a major barrier.

Source: Commission staff analyses.

THREE

The Sacramento Student Transition Project

THE Sacramento student transition project is a statewide effort to recruit students from California's 106 Community Colleges and assist them to enroll for the fall semester of their junior year in California State University, Sacramento, in a curriculum focusing on State government. Originally an Extended Opportunity Program and Services (EOPS) internship effort to place students in public offices and encourage them to pursue careers in public service, this project has been funded every year since 1978 and served as the model for subsequent legislation on Community College student transition. It became an SAA/EOPS project in 1980 with activities directed toward discovering barriers to transition to four-year schools. Internship and transition have been its two major components, and they will continue despite the end last June of special legislative support. The internship component is being funded for 1983-84 by the Chancellor's Office, with transition services being provided by the Core Student Affirmative Action Program at California State University, Sacramento.

Sierra College serves as the fiscal agent for the project, which operates from an off-campus office in downtown Sacramento. In the spring, project staff conduct recruitment activities for the coming fall semester, when they provide assistance for students currently in the program regarding admissions, financial aid, housing, instruction, and other services. Students work approximately 25 hours per week at internship sites during the fall and earn six units of credit. They also take six units of courses that have been developed by Sacramento State political science instructors especially for the program which are taught on campus and at the State Capitol.

The project differs significantly from the other two in its student participants. Students selected to participate must be eligible for admission to Sacramento State, must have completed Political Science 1 or its equivalent, must demonstrate adequate writing ability, and must be willing to relocate to Sacramento and work as interns in State government or State-related offices. These requirements make the project in effect a "post-transfer" program, compared to the other two, which selected freshmen and sophomore students who may be undecided about transfer, are upgrading their basic skills, and are still completing required courses.

ACHIEVEMENT OF GOALS

The Sacramento transition project accomplished all activities planned for the 1982-83 year. Table 3 on page 8 lists its major activities in terms of each goal.

First Goal: Identify and Serve Potential Transfer Students

Students from all California Community Colleges are invited to apply for the project. Students are selected by contact persons at each Community College from among those who have fulfilled the requirements to transfer to Sacramento State. Pre-screening identifies those Community College applicants who are admissible and are eligible to serve as interns, having completed freshman composition and one political science course. Although this process has been criticized as basically an outreach program for Sacramento State, it was considered to be an excellent way to discover why so few underrepresented students who are qualified actually transfer to a four-year institution.

For the 1982-83 year, 95 students were nominated for the program by their Community Colleges; 50 entered the program; and 45 chose not to participate for the following reasons:

Transferring to another college or university	7
Financial aid problems	7
Unsure about attending a university at this time	6
Family problems	5
Unwilling to relocate	5
Internship course not beneficial to present major	5
Working full time	2
Participating in another program	2
Lack of transferable units	1
Low cumulative GPA	1
Did not qualify for project	1

TABLE 3 Activities of the Sacramento SAA/EOPS Student Transition Project, 1982-83 Academic Year

Goals	Proposed Activities	Actual Activities
1. Identify and serve potential transfer students.	Identify 105 potential transfer students and provide information on admissions, financial aid, housing, instruction, and special services.	Ninety-five students nominated. Fifty students (33 SAA, 17 EOP) enrolled, participated, and completed the project.
2. Provide opportunities for these students to enroll at CSU Sacramento.	Develop the curriculum, consisting of a 6-unit seminar on campus and a 6-unit internship, in cooperation with the Government Department. Offer course to students.	Curriculum developed with 82 percent of the students receiving a passing grade in the course (Govt. 195 C). All students completed Government 182 with a passing grade.
	Assist 25 students in obtaining College Work Study positions.	Twenty-five students obtained work study positions in Fall 1982, with 18 continuing in Spring 1983.
	Develop a retention process for all students in the program for Spring 1983 in cooperation with the Student Affirmative Action Program on campus.	Successful retention process developed, as evidenced by 90 percent of project students continuing their postsecondary education at the end of the project in Spring 1983.
3. Orient two- and four-year college personnel to increase their sensitiveness to the special problems of underrepresented potential transfer students.	Conduct workshops as needed at CSUS and the ten Community College regions on student needs for successful transition.	Three workshops conducted at CSUS and six Community College regions for approximately 90 directors and paraprofessionals. (Personnel in remaining regions contacted by phone.)
	Develop joint working relationships, including a joint proposal with the Student Affirmative Action Program on campus.	Effective intersegmental cooperation and approval of joint proposal by Chancellor's Office and CSUS operational as of July 1, 1982.
4. Provide opportunities for work-experience internships for students.	Establish internship sites at various government agencies in Sacramento and place 50 students who intern 25 hours per week.	Fifty student interns completed internships at government agencies.

Did not submit project forms	1
Community College did not submit transcripts	1
Unknown	2

(Note: Two students gave multiple reasons for their withdrawal.)

To observe the admissions procedure in detail, project staff closely monitored and tracked student participants' files in the admissions and financial aid offices at Sacramento State. Staff actively intervened when the procedure became bogged down because of missing or incomplete forms. In a Commission telephone survey, 12 of the 25 project participants queried considered the activities and services excellent, 11 good, one fair, and one poor. Although 22 stated that they had planned to transfer on their own, the experiences in the transition project made the process easier. Three stated that they would not have transferred without the program.

Second Goal: Concurrent Enrollment

Because the Sacramento project is a post-transfer program, it has not had concurrent enrollment of its participants in Community Colleges and Sacramento State as a goal. Instead, participants were enrolled full time at Sacramento State while involved in the project. Of the students surveyed by telephone, however, 11 rated their Sacramento State course presentations as excellent, 12 rated them good, and two fair.

Third Goal: Staff Orientation

The training workshop at Sacramento State was designed to provide the University's Student Outreach counselors with information on local Community College students and ways to better assist them in completing appropriate coursework and other requirements for transfer. The regional workshops had a similar focus but were directed to students as well as staff. Workshops were conducted in six Community College regions throughout the State to orient two- and four-year college staff to the transition program and to establish communication focusing on the special needs of underrepresented students. Formal presentations were also made at Statewide EOPS conferences on transition and internships, and project staff periodically attended staff meetings at Sacramento State as a way of following procedural changes regarding admissions and financial aid.

Fourth Goal: Increased Transfer

The Sacramento project works only with those students who are planning to transfer or who have already transferred. Table 4 indicates that 40 of the 50 project participants enrolled in Sacramento State in Fall 1983, with 39 of these having a G.P.A. of 2.0 or higher. Seven participants enrolled at another four-year institution.

TABLE 4 Status of 1982 Participants in the Sacramento SAA/EOPS Student Transition Project as of Fall 1983

Status of Participants	Number	Percent
Enrolled at CSU Sacramento	32	64%
CSU Sacramento Grade-Point Average of 2.0 or Higher	(30)	(94)
Enrolled in Another Four-Year Institution	7	14
Educational Status Unknown	11	22
Total	50	100%

Source: Project staff, October 1983.

Table 5 on page 9 provides follow-up data as of Fall 1983 on students who have participated in the project during the past three years. As can be seen, after transferring to Sacramento State three years ago, nine of the 1980 interns (27 percent) were still enrolled or had graduated from Sacramento State; two years after transferring, 29 of the 1981 participants (53 percent) had enrolled or graduated; and one year after transferring 32 of the 1982 participants (64 percent) were enrolled at Sacramento State. The 1982 project participants appear to have a slightly lower one-year retention record (64 percent) than Community College transfers in general, since baseline data for Sacramento State as of Fall 1975 indicate that of all its Community College transfer students, 67 percent were still attending one year after transfer (California State University and Colleges 1979, page 10).

Additional Goal: Internships

Internship placement in governmental offices has been a component of the Sacramento project

TABLE 5 Status of Former Participants in the Sacramento SAA/EOPS Student Transition Project as of Fall 1983

Status of Participants	1980 No.	1980 %	1981 No	1981 %	1982 No.	1982 %
Enrolled at CSU Sacramento	6	18%	24	44%	32	64%
Graduated from CSU Sacramento	3	9	5	9	0	0
Attending Other Four-Year Institution	6	18	9	16	7	14
Educational Status Unknown	18	55	17	31	11	22
Total	33	100%	55	100%	50	100%

Source: Staff of the CSUS Core Student Affirmative Action Program, October 1983.

since its inception. This activity attempts to encourage nontraditional low-income students to consider careers in public service.

Students work 25 hours per week at various locations, including legislative and lobbyists' offices and State boards, departments, and commissions. Fall 1982 student internship placements were as follows:

	Number	Percent
Legislative and Executive Offices	14	28%
Boards and Departments	27	54
Commissions	9	18
Total	50	100%

Students surveyed considered the internship experience as very beneficial. They cited the following reasons:

- Received a well-rounded view of the political environment, better working knowledge of governmental agencies, exposure to various careers in State government, and were made more politically aware.
- Learned reality of working environment as compared to the academic one; improved writing, research, and social skills.
- Although lacking some skills, grew into the position through the encouragement and support of internship sponsors.

Sponsors surveyed by Commission staff commented that the interns generally needed better writing skills but that they were well-prepared in managing their time, were eager to learn, and were "self-starters." Positive comments of the sponsors included: well-organized program, improved screening process over last year, and high caliber students. Suggestions for improvement included: more advanced planning to design meaningful experience for interns; more monitoring from Sacramento State; and orientation for interns to include basic problem solving, basic research techniques, and more prior knowledge about the agency where they will be placed.

PROJECT ADMINISTRATION

The Sacramento program is essentially divided into two phases: (1) spring and summer recruitment of students, and (2) fall internships. These activities tend to overlap, as tracking and follow-up are done on a continuing basis after students finish the program. One staff member had the specific responsibility of monitoring transferring student applications as they were received by the Admissions Office at Sacramento State, including student files, financial aid information, and computerized data on students admission status. The extensive monitoring of student progress in both areas, tracking and follow-up, has resulted in the majority of students completing the program and continuing their education either at Sacramento State or another four-year institution.

Some internship sponsors commented critically, however, that one visit to the internship site by the CSUS faculty member who worked as internship supervisor was insufficient to provide adequate feedback on the interns' progress during the semester.

Cost per student was $1,560 for the project year 1982-83, not counting the 45 students who were nominated but did not participate and who received information from the project that could assist them in transferring to other four-year institutions. Facilities, staffing, statewide recruitment, and extensive services to project par-

ticipants make this a relatively high-cost program. The project is coordinated at rented facilities approximately three miles from Sacramento State. Staff is hired specifically for the project and are employed year round to serve current-year students as well as conduct recruitment activities for the coming year. Contacts are made with 106 Community Colleges by correspondence and telephone, and regional workshops are held periodically.

Information on funding levels, number of students nominated, number served, and cost per student participant since 1980 is included below in Table 6.

INTERSEGMENTAL COOPERATION

The project is associated primarily with Sacramento State -- the four-year campus used as a testing ground to identify barriers as students move through the transfer process. Project staff have access to records and files in Sacramento State's admissions and financial aid office and have developed good working relationships with other offices such as Veteran's Services and EOP. Exceptions to regulations have been made by office staff on various occasions when project students' records have been delayed or incomplete. According to student services staff, the project has made them more aware of the different admissions and financial aid deadlines between the 19 State University campuses and the Community Colleges, and the SAA, EOP, and School/College Relations Offices have become more active in articulation efforts with Community College offices that serve underrepresented students. As a result, they are better able to assist students.

INSTITUTIONAL COMMITMENT

The Student Affirmative Action program at Sacramento State has given essential assistance to the transition project. It provided two student assistants, one working in the project office and the other doing follow-up studies at Sacramento State of Fall 1982 students; and its other assistance has included printing, reception costs, and use of facilities in addition to specifically tracking project students after they transfer to Sacramento State and advising these participants on changing graduation requirements.

Sacramento State also provided release time for faculty to assist in the instructional and internship components. Its Student Affirmative Action office is committed to continuing retention activities, as evidenced by the successful implementation of the joint proposal between this office and the project, and it has assumed the responsibility for the continuation of the transition component in 1984. (The EOPS Statutory Advisory Committee has granted funding for the project to continue the internship component, and Sacramento State is contributing approximately $8,000 for Fall 1983 to this joint effort.) Previously each program developed procedures to recruit and track underrepre- sented students, but the joint effort will avoid duplication and reduce costs.

SUMMARY

The Sacramento SAA/EOPS Transition Project, entering its fifth year of operation, is essentially an enrichment program providing unique opportunities for underrepresented students to be enrolled at a four-year institution on a full-time basis while they serve as interns in the State capital. Moreover, the project has been in a unique position to examine the transfer process in detail and to identify pre- and post-transition obstacles that can discourage or prevent qualified students from transferring and completing their education. Its impact is best exemplified by the fact that 67 percent of its participants during

TABLE 6 Participants in and Costs of the Sacramento SAA/EOPS Student Transition Project, 1980-1983

Funding Cycle	Amount	Number Nominated	Number Served	Cost Per Student Participant
November 1980 - July 1981	$78,000	115	55	$1,418
January 1982 - December 1982	$78,000	92	50	1,560
January 1983 - December 1983 (extension)	$41,695	52	27	1,544

Source: Project reports and Commission staff analysis.

the past three years are either still enrolled in a four-year institution or have graduated with a baccalaureate degree. (This rate is somewhat higher than that for all transfer students enrolling at Sacramento State, which, according to to a systemwide report of the State University, is 59 percent over a three-year period.) The project is a rather high-cost operation, however, with costs per student running at $1,560 for the project year 1982-83.

FOUR

The Merced - Modesto - San Joaquin Delta Student Transition Project

MERCED, Modesto, and San Joaquin Delta Colleges, in cooperation with California State College, Stanislaus, developed a consortium to assist potential transfer students in their area of the San Joaquin Valley. Few four-year institutions are located in the region, and the majority of recruiting is done by State University campuses. A cooperative approach was considered essential both in order to share resources among the three colleges, which are geographically dispersed in the Valley, and provide underrepresented students with first-hand information and exposure to University of California campuses as well as private institutions.

The project was administered through the EOPS office at Merced College. It sought to provide students with counseling and advisement on remedial work, degree requirements, financial aid opportunities, admission requirements, and career planning. Students were encouraged to develop their own career plan to assist them in choosing and completing academic requirements necessary for an appropriate degree. Opportunities for concurrent enrollment in a two-unit transition course were provided at California State College, Stanislaus, to acquaint them with the academic skills necessary for success at a four-year college. In addition, workshops were held for two-year and four-year college staff to increase their sensitivity to the special problems of selected minority and disabled potential transfer students.

ACHIEVEMENT OF GOALS

During 1982-83, the consortium implemented some of its planned activities, although student participation was slightly less than anticipated: 140 rather than the expected 150, because of students becoming ineligible or withdrawing from the program (Table 7, page 14). In addition, only a relatively small proportion of the project participants have thus far transferred to four-year institutions.

First Goal: Identify and Serve Potential Transfer Students

Selection criteria for project participants included (1) meeting all Student Affirmative Action and financial aid qualifications; (2) not having been enrolled previously in a four-year institution; and (3) enrollment in 12 units of study at Merced College or nine units at Modesto and San Joaquin Delta Colleges. Some students at Merced College dropped the program because their course load fell below the required 12 units.

New participants in the project were selected each semester and provided with services for that semester only. The decision to select a new group of students each semester rather than serving both new and continuing participants was made on the assumption that working with a larger population of students would give the staff more information on barriers to transfer. Once students completed the one-semester transition program, they were referred to other appropriate services on campus, and Extended Opportunity Programs and Services staff continued to work with them on academic requirements for transfer. All students served by the project received one-to-one counseling.

The identification process was handled differently by each college. At Merced and Modesto Colleges, students were selected from lists of students eligible for EOPS or with unmet financial need, but they were not required to be in a transfer track or be taking academic courses. At San Joaquin Delta College, in contrast, eligible students were required to have completed some academic transfer units. In general, identification of students was not based on a student's firm decision to transfer to a four-year school. Instead, the program was designed to provide students the opportunity to consider a transfer program.

Five of the 23 students responding to a Commission staff telephone survey reported that the overall services were excellent; 10 considered them good; five, fair; and one, poor, while two offered no comment. They considered the services most useful in providing pertinent information, academic and career goal setting, and an overall view of what to expect from the transfer process and four-year institutions.

Field trips were conducted for 39 students to California State University, Stanislaus, for 37

TABLE 7 Activities of the Student Affirmative Action Consortium of Merced, Modesto, and San Joaquin Delta Colleges, 1982-83 Academic Year

Goals	Proposed Activities	Actual Activities
1. Identify and serve potential transfer students.	Identify and recruit 150 project participants (75 Fall and 75 Spring) with 50 from each Community College.	One hundred and forty students participated in the project.
	Provide individual counseling (academic, financial aid, admissions) to each participant on an as-needed basis.	All participants received counseling.
	Provide opportunities for field trips to four-year institutions.	Thirty-nine students took a field trip to CSC Stanislaus; 37 to the University of the Pacific, and 37 to UC Davis.
2. Provide opportunities for these students to enroll concurrently in a four-year institution.	Develop and conduct a two-unit transition course, to be taught by the CSC Stanislaus Ethnic Studies Department, consisting of once-a-month seminars on topics including applications, financial aid, admissions requirements, career planning, academic planning, and field trips to four-year institutions.	Course offered, with 140 students enrolled; 124 of whom (89 percent) received a passing grade. As of Fall semester 1983, 14 participants were enrolled in four-year institutions, with 80 still enrolled at Community Colleges. Sixty participants attended a two-day retreat at Asilomar in conjunction with UC Santa Cruz as part of the course at CSC Stanislaus. As of Fall 1983, ten students who attended the Asilomar conference were enrolled in a four-year institution, and 22 were enrolled at a Community College.
3. Orient two- and four-year college personnel to increase their sensitivity and responsiveness to the special problems of underrepresented potential transfer students.	Hold four workshops for 40 two- and four-year college staff (ten persons per campus) to develop solutions to barriers to transition as identified by project students, with one workshop to be held at each campus and coordinated by CSC Stanislaus.	Two workshop-symposiums were attended by 51 participants. Action plan developed to overcome barriers for underrepresented transfer students.

students to the University of California, Davis, and for 33 to the University of the Pacific.

Second Goal: Concurrent Enrollment

A two-unit transition course, "The Nontraditional Student in Higher Education," was held at California State College, Stanislaus, on a monthly basis through its ethnic studies department. Where necessary, students were provided stipends to cover registration fees. This course was designed to assist a variety of ethnic group students in their efforts to investigate academic majors and career choices and to identify group characteristic that isolate student subcultures on the college campus, such as socio-economic levels, parents' background, and differing perspectives of people in educational institutions and in the local community. For 1982-83, 140 students enrolled concurrently at Stanislaus, and 124 of them (89 percent) received a passing grade.

One component of the Fall 1982 course was a three-day retreat held at Asilomar in conjunction with the University of California, Santa Cruz. The retreat was designed to (1) introduce the students to expectations of a four-year institution and (2) acquaint them with the organization and structure of such universities. Specific workshops were held on the following topics: needs and expectations of college students, overview of four-year institutions in California, assertiveness training, and available supportive services. Forty-eight of the 60 students in attendance responded to a project evaluation of the retreat. Thirty-five considered its most valuable aspects to have been its positive environment, which enhanced communication between students, instructors, and counselors, and the chance to meet students and staff from different ethnic backgrounds. As of Fall 1983, ten of the 60 participants at Asilomar had enrolled in a four-year institution, and 22 were enrolled at a Community College.

Third Goal: Staff Orientation

Two workshop-symposiums were held to orient and sensitize staff to the barriers to transfer for selected minority and disabled students. These were generally well attended; however, many of the participants -- especially the four-year representatives -- were already working with minority students. Those attending considered the identification of barriers by students a particularly important part of these workshops, resulting in the recommendation that similar workshops be held on a continuing basis throughout the year.

Fourth Goal: Increased Transfer

Of the 23 students asked if they would be planning to transfer had it not been for the project, 10 responded yes, eight said no, three were not certain, and two declined to comment. Table 8 indicates that of the 140 participants, 14 were enrolled in a four-year institution in Fall 1983, and 96 were enrolled in a Community College. Of these, latter students, 76 had a grade-point average of 2.0 or higher.

TABLE 8 Status of 1982 Participants in the Student Affirmative Action Consortium as of Fall 1983

Status of Participants	Number	Percent
Enrolled in a Community College	96	69%
Community College Grade-Point Average of 2.0 or Higher	(76)	(54)
Enrolled in a Four-Year Institution*	14	10
Enrolled in Post-secondaryEducation	(110)	(79)
Educational Status Unknown	30	21
Total	140	100%

* Of the 60 students attending the conference at Asilomar, 32 or 53 percent are still enrolled in a postsecondary institution.

Source: Project staff, October 1983.

PROJECT ADMINISTRATION

The consortium sought to operate without a full-time coordinator and only limited part-time participation of campus coordinators. (The coordinators at San Joaquin Delta and Modesto Colleges had only 20 percent of their time assigned to the project, and the Merced coordinator had only one-third.) Advisory board members and project staff agree that the consortium could have been administered more effectively but that some improvement occurred during its last six months of operation. They relate the ineffective administration to the lack of full-time coordination, heavy workloads of campus coor-

dinators, confusion regarding reporting requirements for the project, and lack of administrative experience on the part of the coordinators. As a result, development of project goals and activities for 1982-83 were delayed until January of this year; and tracking, record keeping, and documentation of project activities and student progress by the project office was minimal until full-time clerical staff was obtained.

The staff also commented that the costs estimated to operate the project were unrealistic to carry out planned activities and that the in-kind contributions from the consortium members did not meet the amounts stated in the project proposal.

INTERSEGMENTAL COOPERATION

The consortium achieved some success in cooperative efforts to coordinate activities such as field visits and workshops and share resources for the joint activities of the project. The development of a network of concerned staff at participating institutions provided an initial step in creating interest in transfer and opening up lines of communication to begin to solve the problems that exist. However, no formal mechanism was established to continue these efforts, and the representation in consortium activities of administrators of four-year institutions, other than in their financial aid, admission, and counseling offices, was insufficient to address the overall issues raised by the project.

INSTITUTIONAL COMMITMENT

An unanticipated expense for the project occurred when California State College, Stanislaus, was unable to give released time to the lecturer for the concurrent enrollment component of the project and her salary had to be paid from project funds for the Spring 1982 semester. Nonetheless, four-year college staff indicate that they hope to cooperate on a voluntary basis, depending on available resources, with EOPS staff at the three Community Colleges to ensure proper follow-up of transfer students and to promote understanding of their problems. In addition, staff of Merced College plan to continue serving potential transfer students, and they look to district support for funding of field trips to four-year institutions. Modesto College plans to follow the progress of its project participants, offer a personal development course, and continue to conduct field trips which has been part of regular EOPS activities. San Joaquin Delta College plans to continue building on the network established by the consortium and offer a guidance course for transfer students.

SUMMARY

Major problems in administration and the lack of full-time staff prevented the achievement of all of the stated goals and activities for the consortium. While the retreat at Asilomar provided students with some exposure to new concepts and a University of California campus, it was a costly activity that resulted in curtailing the remaining activities for spring semester participants. Thus far, however, 14 of the 140 project participants (10 percent) have transferred to a four-year institution, and 76 of them (54 percent) are currently enrolled at a Community College with a grade-point average of 2.0 or better.

The consortium initiated joint activities and began to establish communication among colleges in an area that has a low transfer rate for ethnic minority students, but the development of intersegmental cooperation between key staff working with these students is a task that remains unfinished, despite a commitment among the consortium members to focus on it. Moreover, little evidence exists of formal mechanisms or specific institutional commitments to further this needed cooperation and coordination.

FIVE

The San Diego Student Transition Project

THE San Diego Student Affirmative Action Transition Project involved a consortium of eight postsecondary institutions to coordinate activities and share resources to increase the number of selected minority and disabled students who transfer to four-year institutions. The San Diego Community College District served as fiscal agent for the project. By its second year, the Consortium included Palomar College, Point Loma College, San Diego City College, San Diego Mesa College, San Diego Miramar College, San Diego State University, Southwestern College, the University of California at San Diego, and United States International University.

The consortium aimed to provide first- and second-year Community College students with (1) individual counseling regarding academic requirements, financial aid, and admissions policies, and (2) monthly meetings or workshops on test taking, scholarship and career opportunities, time management, and other issues related to transfer goals. Students interested in and prepared to transfer attended seminars at the four-year institutions designed to ease this process, and in-service workshops were held for program staff.

ACHIEVEMENT OF GOALS

During 1982-83, the San Diego project implemented the majority of its proposed activities (Table 9 on page 18). The number of students served -- 149 -- exceeded the number anticipated -- 100. Although the internship component in 1981-82 was not originally scheduled among 1982-83 activities, at student request the consortium was able to place some participants at internship sites during the spring and summer of 1983.

First Goal: Identify and Serve Potential Transfer Students

Identification of students was made primarily through student records provided by Extended Opportunity Programs and Services, financial aid offices, disabled students services, women's centers, and the Cal-SOAP program. The students were selected on the basis of the three criteria specified in the contract with the California Community Colleges: financial aid eligibility, full-time enrollment status, and underrepresentation in the four-year institutions (minorities, women, older adults, and handicapped). The consortium then put in motion activities designed to assist these students with the transfer process. For example, the advisory board recommended that Mesa College concentrate on establishing a pilot transfer center during the final year of the project. It opened a transfer center during that spring semester that served 203 regular as well as project students on a walk-in basis.

Five of 23 project participants surveyed by telephone by Commission staff considered the overall services of the project excellent; 11 considered them good; two rated them fair; and five gave no response. All of the 23 identified the personal growth seminars as the most helpful part of the program. However, only one Community College campus offered the seminars on a regular basis. Two other campuses offered workshops instead, and the remaining campus had no similar activity.

A survey of project staff, some employed on a part-time basis, indicated that they considered the time allotted to be insufficient to counsel and assist students and to establish better communication with faculty and other student-service personnel. Lack of resources to provide publicity to the community and additional training, particularly on the various types of forms required for transfer, were other areas that they reported needing improvement.

Second Goal: Concurrent Enrollment

Students were given the opportunity to enroll in transition seminars at each of the four participating four-year institutions in the San Diego area. Point Loma College College and United States International University were able to offer credit and concurrent enrollment for participants, in contrast to San Diego State University and the University of California, San Diego, both of which required formal admission and payment of fees.

The transition seminars differed as follows:

TABLE 9 Activities of the San Diego Student Affirmative Action Transition Project, 1982-83 Academic Year

Goals	Proposed Activities	Actual Activities
1. Identify potential transfer students.	Identify 100 students. Provide individual counseling academic, financial aid, and admissions).	One hundred and forty-nine students were identified. Fifty-one participants enrolled in four-year institutions in Fall 1983, and 40 enrolled in Community Colleges. Transfer Center created at Mesa College in the spring and served 203 students. Southwestern's Transfer Center opened in November 1983.
	Students to attend mandatory once-a-month meetings or workshops on financial aid, career exploration, or personal growth.	Fourteen workshops were held for 192 students (including some previous year participants), averaging 14 14 students each. Eighteen personal growth seminars held for 318 students, averaging 17 students each.
	Establish a consortium in conjunction with San Diego Cal SOAP. Establish an advisory board from consortium members.	Consortium and advisory committee established and monthly meetings held to develop procedures for sharing resources.
2. Provide opportunities for these students to enroll concurrently at a four-year institution.	Enroll 30 students in non-credit transition seminars at four-year institutions belonging to the consortium.	Thirty-nine students attended the transition seminars.
	Conduct eight field trips to four-year institutions for 150 students.	One hundred students went on the eight field trips.
3. Orient two- and four-year college personnel to increase their sensitivity and responsiveness to the special problems of under-represented potential transfer students.	Conduct two in-service workshops for 14 staff members of special programs (EOPS/ Financial Aid).	One workshop conducted for 30 staff members. Intersegmental symposium for 46 participants held in lieu of second workshop.
4. Provide internships at community agencies for project participants.	Coordinate internships for ten second-year students.	Placed 22 second-year student interns in community agencies.

Point Loma College's "Introduction to College" and "Career Life Planning." These upper-division one-unit courses were designed to orient new students to the campus by providing them with the opportunity to work through the entire transfer process -- admissions, advising, financial aid, and registration. The career life planning course had three components -- interest and skill identification, value clarification, labor-market information, and decision making. Thirty-two students attended.

San Diego State University's "Philosophical Perspectives for the Nontraditional Student." The focus of this course was to explore the various influences affecting nontraditional students who transfer to a four-year university. Forty-five students attended.

United States International University's "College Transition Course." This one-unit course was designed to assist students in becoming aware of the entire college experience. Topics included college majors, transferrable units, how to locate essential support services on campus, financial aid, and job placement. Eight students attended.

University of California, San Diego's "Reading and Composition." This course offered intensive instruction in writing short academic papers in the humanities and the social sciences. Thirty-two students attended.

Eight field trips to four-year institutions were attended by 100 project participants. Eighty-nine responded to the statement, "Overall, this orientation provided useful information about transferring to a four-year university" as follows:

Institution	Number Responding	% "Yes"	% "No"	% No Response
Point Loma College	13	100%	0%	0%
San Diego State University	38	89	8	3
United States International University	19	100	0	0
University of California, San Diego	19	84	5	11

Source: San Diego Consortium Survey, 1983.

Third Goal: Staff Orientation

Thirty staff members representing all Community Colleges and four-year institutions in the consortium attended a Transfer Game Workshop to help them in working more effectively with Community College transfer students. Later, 46 members attended an intersegmental symposium held to find solutions to the barriers to transfer identified by the project and obtain commitments to eliminate these barriers. The following commitments were made as a result of the symposium (San Diego Student Affirmative Action Transition Project Advisory Board, 1983, pp. 1-2):

1. UCSD and SDSU will explore ways to eliminate the financial aid barrier for mid-year transfer students.
2. A "transfer confederation" will be established in order to improve intersegmental communication.
3. Further discussions will be arranged regarding establishing a "Financial Aid Consortium" among local postsecondary institutions.

Other specific institutional commitments are discussed later in this section.

Fourth Goal: Increased Transfer

When 23 of the 149 participants were asked if they would be planning to transfer to a four-year institution had it not been for the project, 13 answered yes; two responded no; three said they were not sure: and five had no response. Students commented that the project made the process of preparing for transfer easier by clarifying essential academic requirements and by assisting in selecting the most appropriate four-year institution. Table 10 on page 20 indicates that 51 of the 149 project participants (34percent) enrolled in a four-year institution in Fall 1983, with 40 still enrolled in a Community College. Of these Community College students, 30 had a grade-point average of 2.0 or higher.

Additional Goal: Internships

Placing students at internship sites in the community was hampered both by students' full-time enrollment and family commitments and by the lack of academic units and stipends.

However, 10 of the 22 students reported that the internship experience was positive for them. A

TABLE 10 Status of 1982 Participants in the San Diego Student Transition Project as of Fall 1983

Status of Participants	Number	Percent
Enrolled in a Community College	40	27%
Community College Grade-Point Average of 2.0 or Higher	(30)	(75)
Enrolled in a Four-Year Institution	51	34
Enrolled in Post-secondary Education	(91)	(61)
Educational Status Unknown	58	39
Total	149	100%

Source: Project staff, October 1983

summary of the results of a consortium evaluation of the internship component provided the following information (San Diego Student Affirmative Action Transition Project, June 1983):

1. All of the employers responding to the evaluation survey indicated that the internship placement was a positive experience for their agency or organization.

2. Ten of the 12 students surveyed reported that the internship placement was a positive experience for them.

3. Students who reported that the internship experience was positive for them gave the following reasons:
   - Provided an opportunity to apply information learned in classes.
   - Gave work experience opportunity in chosen profession.
   - Helped with career decision-making.
   - Helped students learn how public agencies work together to serve social needs.

4. The two students who did not report a positive experience expressed disappointment because they did not learn new concepts or skills during their internship.

PROJECT ADMINISTRATION

The project coordinator served as a liaison between the consortium and the participating institutions and provided on-site aid to the Community College project assistants. A Commission survey of project advisory board members and two-year and four-year college personnel indicates general satisfaction with project administration and with the quality of resource personnel enlisted to participate in the activities. The administrative structure provided for the coordinator to monitor major activities at the four Community College sites and related ones at the four-year institutions in addition to supervising activities at the project office. Once-a-month staff meetings at the project office provided a format for discussing on-site progress and to receive feedback and suggestions. Activities were initially located in the Community College EOPS offices to better identify eligible participants, but later, at the suggestion of the advisory board, they were placed under or in cooperation with the counseling offices to better serve the large number of SAA students in the San Diego area.

INTERSEGMENTAL COOPERATION

The San Diego project operated in the context of a cooperative effort already established in the area by the San Diego Cal-SOAP, and Cal-SOAP advisory board members were the basis for the membership of the transition project advisory board. (While Cal-SOAP emphasizes transfer from high school to college, the transition project focused on transfer from Community College to four-year universities.) Sharing resources between campuses brought faculty, staff, and students together on numerous occasions, and the continual focus on transfer was an initial and important step to resolve problems specific to selected minority groups and disabled students with the potential to transfer.

Staff at four-year institutions involved in the project report a commitment to maintain the network by keeping lines of communication open and attempting to contact as many potential transfer students as possible. Another outcome resulting from intersegmental cooperation was the decision by San Diego State University to administer its mathematics and English competency tests to Community College students rather than requiring them to take these tests in their junior or senior year. Now potential transfer students will be able to detect skill areas in

need of improvement before they transfer, and they will have a better idea of what is expected academically of them after transferring, thus increasing their chances of success at the university. The consortium also served as a clearinghouse for sharing resources, particularly through jointly sponsored campus tours, counselor conferences, and published materials.

INSTITUTIONAL COMMITMENT

Consortium members have agreed to continue several components of the project:

1. The San Diego Cal-SOAP program, in cooperation with two- and four-year institutions, will (1) assume the responsibility for transfer centers on each Community College campus, assisted by counselor aides from the four-year institutions; (2) conduct workshops for Community College transfer students; and (3) coordinate field trips to four-year institutions. In addition, the Transfer Center at Mesa College continues to serve students, and Southwestern College opened its Transfer Center in November 1983.
2. Each Community College has agreed to assign counseling time for transfer services for selected minority and disabled students.
3. The San Diego Community College District has made a firm commitment to identify and provide computerized information on potential transfer students to four-year institutions.
4. As noted above, San Diego State University has agreed to provide staff to administer mathematics and English competency examinations to Community College students before they transfer so they may select appropriate courses.
5. United States International University and the University of California, San Diego, will provide project assistants (counselor aides) to work on transition activities at the Community Colleges.
6. San Diego City College, an urban institution enrolling a large number of minority students, few of whom transfer to a four-year institution, has received a Ford Foundation grant to provide transfer information and assistance to students. Acording to staff at the college, the SAA Transition Project helped them to articulate the particular needs of their students by highlighting specific barriers which, in turn, were confirmed by students in the transition project.

SUMMARY

The San Diego Student Affirmative Action Consortium met its stated goals and implemented its planned activities; although the turnover in part-time staff throughout the project affected its services for students, and activities such as workshops and the establishment of transfer centers were more successful at some Community Colleges in the consortium than others.

The consortium, under the direction of its advisory board, was instrumental in improving intersegmental cooperation to resolve barriers, share resources, and secure institutional commitment to continue the successful components of the projects. Finally, 51 of the 149 project participants (34 percent) are currently enrolled in a four-year institution, and 40 more (27 percent) are enrolled at a Community College.

SIX

Findings and Conclusions

THE Community College Student Affirmative Action Transition Program was an experimental three-project endeavor established by the Legislature to explore the feasibility of specially funded projects to "increase the transfer rate of those students identified by the Chancellor as being underrepresented in four-year colleges and universities."

In its role as evaluator of these projects, the Commission maintains that programs which identify and provide services to specific students are not likely to produce the kind of systemic change which is needed in California to increase dramatically the transfer rate for low-income and ethnic minority students. Given the magnitude of the current situation, systemic educational reform is necessary for long-run success in the achievement of this goal. This reform may be accomplished through existing programs and resources, perhaps supplemented with additional funding. But in the absence of such reform, specially funded student specific programs are unlikely to produce more than a minimal impact. Within this philosophical framework, and based on the analysis of the three projects in the previous pages, the Commission offers the following findings and conclusions:

First, the projects have had mixed success in achieving their legislative goal.

- The project at California State University, Sacramento, has worked primarily with students who were already academically prepared for and committed to transferring to four-year institutions. It therefore has had an impact on increasing the junior- and senior-year retention rate among such students rather than on increasing the transfer rate of potential transfer students. Approximately 67 percent of the project participants during the past three years either have graduated with a baccalaureate degree or are still enrolled in a four-year institution, which is slightly higher than the 59 percent rate for all students generally who transfer to Sacramento State; but the project has had high operating costs relative to the other two projects, with an annual per-student cost of $1,560 in 1982-83.

- The Modesto-Merced-San Joaquin Delta Project seems to have had minimal impact in increasing the transfer rate of students at these three Community Colleges, with only about 10 percent of project participants having transferred thus far. Little evidence exists that the two-year and four-year institutions which participated in the project will continue their cooperative efforts to encourage potential transfer students, now that the special funding has ended.

- The San Diego Project, building on the existing San Diego Cal-SOAP cooperative structure, has apparently had some impact in increasing the transfer rate, with approximately 35 percent of the project participants transferring to four-year institutions. In addition, many of the cooperative activities initiated by the project have been continued by the nine member institutions by utilizing existing institutional resources.

Second, the information gathered about the operation of the three pilot projects thus far does not provide a firm basis for conclusions about continued support for specially funded projects to serve potential transfer students from targeted underrepresented groups.

Third, all potential transfer students, regardless of their ethnic background or income level, must deal with various barriers that make the transition from two- to four-year institutions difficult and in some cases impossible. The relatively low rate of transfer among Community College students of all ethnic groups indicates that these barriers are substantial and cannot be overcome easily with small-scale, specially funded projects. Existing evidence indicates that efforts to improve the transfer rate for targeted groups must be undertaken within the context of broad-based efforts to increase the transfer rate for all students and should involve both faculty and counseling staff. It must be emphasized, however, that the previous educational and economic background of many ethnic minority and low-income students, in contrast to that of most majority students, has generally not provided them with the skills necessary to know how to overcome these barriers. Consequently, while

the barriers are generally the same for all students, an unusually large proportion of these minority and low-income students need the aid of transfer services.

Fourth and finally, in the Commission's previous report, *Equal Educational Opportunity in California Postsecondary Education: Part IV*, the Commission made the following recommendation (1982, p. 27):

> In order to improve the transfer opportunities from Community College to four-year institutions of underrepresented students with the potential of completing a baccalaureate program, transition to a baccalaureate - awarding institution should be established as one of the major goals of the California Community Colleges and the Community College Extended Opportunity Programs and Services (EOPS), with substantial coordination of both institutional and existing EOPS funding for personnel and services to achieve this goal. In addition, the Legislature and the segments should review the relevant statutes and regulations to remove barriers to transition from one program to another and to assure greater program compatability between the Extended Opportunity Programs and Services of the Community Colleges, and the Educational Opportunity Program of the California State University.

The Commission believes that this recommendation continues to have merit as a method for achieving the goals of increasing the transfer rate of potential transfer students.

APPENDIX A

Assembly Bill 1305, 1981

Assembly Bill No. 1305

CHAPTER 1179

An act to add Article 8 (commencing with Section 84390) to Chapter 3 of Part 50 of the Education Code, relating to community colleges, and making an appropriation therefor.

[Approved by Governor October 1, 1981. Filed with Secretary of State October 2, 1981.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1305, Moore. Community colleges: affirmative action projects.

Existing law transfers from the General Fund to the Community College Fund for Instructional Improvement a specified amount for use by the Board of Governors of the California Community Colleges.

This bill would reappropriate from the Community College Fund for Instructional Improvement to the Chancellor of the California Community Colleges, for the 1981–82 fiscal year, the sum of $222,000 and, for the 1982–83 fiscal year, the sum of $111,000 for support of 3 student affirmative action pilot projects, as specified, and for the 1981–82 fiscal year, the sum of $32,556 for administrative costs of providing technical support and statewide coordination.

This bill would also declare legislative intent regarding the purpose of student affirmative action projects.

This bill would require the California Postsecondary Education Commission, by December 31, 1983, to report to the Legislature on the effectiveness of student affirmative action projects in the community colleges.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares that the purpose of student affirmative action projects in community colleges is to accomplish the following:

(a) Identify potential transfer students from underrepresented students who are attending California community colleges and provide them with support services.

(b) Provide opportunities for these students to enroll concurrently at a four-year institution in an attempt to acquaint them with the academic skills necessary for success at a four-year institution.

(c) Orient two- and four-year college personnel to increase their sensitivity and responsiveness to the special problems of underrepresented potential transfer students.

APPENDIX B

Response to the Evaluation

Directors of the Community College Student Affirmative Action Transition Projects and staff of the Community College Chancellor's Office were invited to submit written comments on the Commission's evaluation, for inclusion in this appendix of the report. Attached is correspondence from representatives of the Sacramento project and a reply from Commission staff.

EOPS

student internship program

extended opportunity programs & services
in the california community colleges

capital internships . . . since 1978

December 21, 1983

PATRICK M. CALLAN, DIRECTOR
California Postsecondary Education Commission
1020 12th Street
Sacramento CA 95814

Dear Mr. Callan:

This letter is to express concern regarding errors in the draft, dated December 11, 1983, of the CPEC evaluation of Student Affirmative Action Transition Projects. We would like to request: a) revisions on the draft; and, b) that this letter be included in the appendix on your final report. The errors listed below relate to the Sacramento Project.

Error: Table 2, page 6, and remarks on pages 11, 12 and 23 indicate erroneous information regarding a cost per student figure of $1,560 ($78,000 ÷ 50 students). There were a total of 147 students served, leaving the total cost per student at $531 ($78,000 ÷ 147 students).

Approximately one-third of Project efforts were spent on 50 students that enrolled at CSUS in the 1982 fall semester; another one-third on 45 students that were served but either transferred to another four-year institution or withdrew due to other reasons indicated on page 7; and, the other one-third on 52 students that were recruited to participate in the 1983 fall semester.

Also, the cost comparison should be based on direct costs to serve students statewide. We spent $8,300 for operating costs--rent, telephone, and utilities--which other Projects did not spend, leaving the total direct cost per student at $474.

Error: Table 2, page 6, and remarks on page 23 indicate the Project did not serve participants identified by the legislature. Assembly Bill 1305 states that the Projects were to "identify potential transfer students". The legislature left the target students to the Chancellor to decide. Fifty-six (56) percent were among the first priority chosen by the Chancellor (Blacks, Hispanics, Native Americans, Filipinos, and handicapped students) and the rest were from the second priority (whites, women, older adults, and Asian students).

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Also, although Project criteria required community college students to meet CSUS transfer requirements and be interested in transferring, these did not assure "successful transfer" and/or enrollment. The Project intervened in several transfer problem areas and worked with CSUS administrators to solve these problems.

Error: Table 2, page 5, excludes the 105 California community colleges that were member institutions. As a statewide Project we established a network and maintained communication through telephone calls and meetings with community college personnel to identify nominees and recruit students. The same efforts were spent with the 105 community colleges as with CSUS.

Error: Tables 4 and 5, pages 9 and 10, and remarks on pages 9 and 23 include sixty-four (64) percent of the students attending CSUS but exclude fourteen (14) percent enrolled at other four-year institutions. Thus, the total retention rate is seventy-eight (78) percent, much higher than comparable retention figures.

The text on page 9 compares Project students to other transfer students. There is no reference to the fact that all Project students work and need financial aid, whereas not all transfer students work or need financial aid.

Error: The summary, page 11, states that the Project was "essentially an enrichment program". This comment implies that student services provided by the Project are not needed, contrary to information in the text. The Project engaged in extensive transfer services, including recruitment, orientation, relocation, child care, housing, instruction, financial aid, admissions, services to disabled students, follow-up, tracking and so on. The presentation of "enrichment" is misleading.

Omission: An omission was made. Financial aid was a major problem at the four-year institution. For two consecutive years, we requested additional funding from the Chancellor's Office--approximately $25,000--to meet the cost needed by students for financial aid packaging.

Omission: The conclusions, pages 23 and 24, need to include the four-year institution. Community college students cannot successfully transfer without the cooperation and commitment of the four-year institution. We have noted that students will attempt to transfer but never enroll due to incomplete financial aid awards, closed admissions and majors, and other problems that two-year institutions, EOPS and EOP cannot control.

In conclusion, everything written, in spite of errors and omissions, is favorable to the Sacramento Project. However, these errors and omissions give the wrong image of the Project. Additional support for comments regarding the Sacramento Project can be obtained in the Project's year-end report.

If you need further information, call (916) 448-5787.

Sincerely,

Teresa Mercado-Cota

TERESA MERCADO-COTA
Consultant

Sincerely,

Maria Camacho

MARIA CAMACHO
Director

TMC/MC:im

cc: Bill Chavez
Ron Dyste
Dale Shimasaki

Bruce Hamlett

CPEC Commission Members

STATE OF CALIFORNIA
CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 TWELFTH STREET
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OFFICE OF THE DIRECTOR
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January 5, 1983

Ms. Teresa Mercado-Cota, Consultant
EOPS Student Internship Program
1608 I Street, Suite 200
Sacramento, CA 95814

Dear Teresa:

I am responding to your letter of December 21, concerning the Commission report entitled "Evaluation of Community College Student Affirmative Action Transition Projects". As you know, we have made several technical changes in the report in response to your previous letter of December 8. However, we continue to disagree with you in the interpretation of available data and in general conclusions about the impact of the project.

In summary, I think we disagree on the following points:

1. In Table 6, we have computed the cost per student served in the Sacramento project at $1,560, including in this calculation all students who came to Sacramento and participated in the services offered by the project. You have requested that this calculation be expanded to include all community college students who were contacted by the project and recruited to come to Sacramento but either chose to remain at the community college or transferred to a different four-year institution. From our perspective, this latter group of students was not actually served by the project.

2. In your letter, you stated that "although students were required to meet the CSUS transfer requirements and be interested in transferring, these did not assure successful transfer." In our report, we have made the distinction between transfer to a four-year institution and retention within that institution to graduation. The Sacramento project placed more emphasis upon providing services to promote this latter goal, providing an enriched academic and internship program for students who met the CSUS admission requirements and were interested in transferring. Perhaps what you have labeled "successful transfer" we have called retention after transfer.

3. You have requested that we include the 105 Community Colleges as members in the Sacramento project since you communicated with them through telephone calls and meetings to identify nominees and recruit students. From our perspective, actual membership in the project was limited to the Sacramento institutions who worked with and provided services to the students.

4. You suggested that references to retention rates for the project participants include students enrolled at CSUS as well as those who transferred to other four-year institutions, to produce a retention

rate of 78%. While we have included the date as you requested, we do not think it is appropriate to compare those data with the known retention rate for all students transferring into CSUS, since the latter does not include students who subsequently transfer to other four-year institutions.

5. Our description of the Sacramento project as essentially an enrichment program did not imply that the student services provided by the project were not needed. In fact, we stated that the project provided "unique opportunities for underrepresented students to be enrolled at a four-year institution on a full-time basis while they serve as interns in the State Capital.

6. You recommended that the final recommendation be amended to include four-year institutions. While we agree that transfer programs necessarily involve cooperative efforts by two-year and four-year institutions, and have made that statement in previous Commission reports, this does not alter or contradict the recommendation that transfer should be one of the major goals of the Community Colleges and the EOPS Program.

I hope this letter has helped to clarify our reasons for disagreeing with the comments presented in your letter. As I indicated to you at the Commission meeting on December 12, your letter as well as my response will be included in the appendix of the final report.

Sincerely,

Pat

Patrick M. Callan
Director

PMC:ts

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